

2B



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www.servicesforyoungpeople.org

Services for
Young People

What is 2B?

- ▶ Supporting young people who are Children Looked After (CLA) in their preparation for transition, and then ensuring they are settled once they have made that transition
- ▶ 2B is targeted specifically at CLA who have Education Health and Care Plans (EHCPs) who are, or have been, educated in specialist schools, including those in residential care homes. For most, the focus will be Year 11 and 12
- ▶ Young people may be accommodated in or out of Hertfordshire, and some learners may already be at college

Why is the support needed?

- ▶ The Virtual School (VS), through this contract, puts focus on the young people who may be impacted by intersectional disadvantage, including SEND, being accommodated in residential home, and those affected by the impact of trauma and attachment
- ▶ The Virtual School looks to results being to further improve positive outcomes for Hertfordshire CLA and reduce the risk of them becoming NEET, and promoting a smooth transition to post 16 provision

When is 2B support offered?

- ▶ The current 2B contract concentrates on young people in their final year of compulsory education, and then as they settle into post 16 or their new destination; those in Year 11 and 12/Year 1 at college/training
- ▶ 2B is offered to young people who are educated and/or accommodated both in county and out of county

Who is involved and how is the support funded?

- ▶ 2B is a collaboration between a number of teams and individuals supporting CLA. This includes Services for Young People (SfYP) LDD Team Level 6 qualified Personal Advisers, Virtual School Education Advisers (EAs), 16+ Personal Advisers (VSPA), Designated Teachers (DT), Social Workers and Key Worker staff for the young people at their learning provision or home accommodation
- ▶ Via direct funding from Hertfordshire Virtual School to the LDD Team

How do we know it works?

- ▶ Via monthly and termly monitoring and review between LDD Team Managers and the VSPA Team
- ▶ Via termly contract meetings to assess and review delivery and impact
- ▶ By looking at outcomes and offers of continued learning for young people, alongside delivery hours achieved for them
- ▶ The LDD Team and the VS review at the end of each academic year to assess impact measures and to further develop the offer. For example, future areas for development have been identified as how to support young people in specialist settings due to mental ill health and those who may be in custody either awaiting outcomes of proceedings, or who are serving sentences

Examples of 2B


- ▶ I worked with a young person through the original Employment Excellence Programme (an earlier, universal version of 2B) and provided support from Year 7. They had many placements and school moves between years 7 and 11 and I was a consistent person for them which meant we were able to build a positive relationship. 2B hours were used in Year 11 to support the young person with college visits and exploring options for post 16. They had a late placement move from out of county back in to Hertfordshire during Year 11, so I then supported them to get a place at Oaklands College. I also provided support around looking at other options in the locality such as short courses, Building Better Opportunities and so on. Once College came to an end, I was supporting them as a young person not in education, employment or training (NEET), and the 2B hours helped us to build a solid working relationship which led to a smooth transition to more adult and employment based services to take them to those next steps

Examples of 2B

- ▶ I am working with a young person who is just coming to the end of Year 11. They had an accommodation placement move part way through the Autumn Term which was a big change for them. 2B time was used to attend their initial CLA review at the new school, to gather an overview of how this move had affected them at school, and in accommodation, as things were quite rocky initially. While they were being supported by a number of services for overall wellbeing, I met them several times across the year to provide IAG. We looked at college options among other routes, and I supported them to explore courses, areas of work and development, visits, and to complete an application form. We also introduced them to the Transition Support Worker for the college so there would be additional friendly faces at the college when they started. I attended their CLA review in March. They were also able to join this meeting so we were able to discuss progress with college/upcoming tasters and so on. I have already arranged to see them once they start at the new college to ensure that the transition is going well, and to advocate should they need it. The combination of statutory services, and the additional 2B hours has worked well for this young person as they needed that additional support given the complex circumstances for them in a key transitional year

Contact and follow



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